



## **CANDIDATE FOR MEMBER-AT-LARGE**

**Joy Banks**

**Department Chair and Associate  
Professor  
Howard University, Washington DC**

**Montgomery County, MD, USA**



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Sept. 23 – Oct. 21, 2020**

### **Candidate Statements:**

#### **What inspired you to apply to the BOD? (Limit 150 words.)**

It is with great pleasure that I submit my application for CEC Board of Directors for the 2021-2023 term. My academic career provides evidence of seventeen years of successful teaching, consistent research, and progressive senior-level administration in higher education. My research agenda, publications and service activities are seamlessly interconnected and have remained on target with the critical issues currently facing the future of diverse learners. Serving on the CEC Board of Directors presents a unique opportunity to shift the deficit narrative about learners with exceptionalities while also influencing teacher preparation outcomes. The opportunity to serve as a member of the CEC Board of Directors is also a chance to be actively engaged to promote positive life outcomes for learners with exceptionalities. Moreover, service on the BOD offers the prospect of applying my mid-level career skills to contribute in significant ways to advancing the mission of the Council for Exceptional Children.

#### **Describe how your leadership experiences, professional or volunteer, have had an impact on fostering change. (Limit 250 words.)**

As a third-year assistant professor at North Carolina Central University, I took on the challenge of being department chair of the Department of Special Education. During my time as department chair, I implemented an initiative to require all courses in the Department of Special Education to include a focus on social justice, culturally responsive teaching, and transformative pedagogy for youth with exceptional learning needs. In alignment with this initiative, I designed and implemented an international practicum experiences for the department's graduate students to complete their student teaching experience in schools in Mexico. Moreover, our department functioned as an example of inclusivity given that approximately 52% of students enrolled in department identified as African American and 48% identified as European American. The department's faculty members represented the same level of diversity. As a result of these initiatives, many of our department's students have successfully matriculated into leadership position and, even, university faculty members.

I have also served as an Associate Dean for Research and Development and as the Director of Doctoral Studies. These positions resulted in continued demonstration of leadership in successful national recognition of our special education and educational leadership programs. In addition, I was responsible for workshops. As Director of Doctoral Studies in the College of Education, I coordinated efforts to implement weekend programs, such as the Scholar Transformation seminar, manage budgets that were designed to increase academic accomplishments of doctoral students, and re-engineer operations to result in more rigorous academic experiences for students in the doctoral program.

**People who apply to a Board of Directors usually stress their communication and collaboration skills. What three additional skills would you bring to the board and how do you believe they would be beneficial? (Limit 150 words)**

As a scholar practitioner, I remain curious and look for opportunities to leverage new knowledge and new sources of information. The skill set of curiosity allows me to engage in courageous conversations with other without judgment of their philosophies. An additional strength that I bring to the CEC Board of Directors is that of being able to synthesize (sometimes) competing ideas. The combination of these skills sets allow for the opportunity to query others on the team to gather new perspectives which can produce innovative solutions to existing challenges within the profession. As a member of the CEC Board of Directors, I would also bring the skill set of demonstrated fortitude. Fortitude is a valuable skill set for any team because it is needed when attempting to complete tasks, both individually and collectively. Fortitude is important because it contributes to resilience, which is needed as teams persist toward their goals.

**What are your three major achievements and/or experiences that will help you be successful on the board and why? (Limit 150 words.)**

Among those issues we consider most pressing are equitable educational access and participation for marginalized learners. Therefore, a major accomplishment is in research publications. These research publications serve as evidence of my ability to collaborate across the profession and to address current, complex issues that cut across the profession. An additional accomplishment is receiving the national Wells Fargo Elizabeth Hurlock Beckman Award Teaching Award. The award is given to academic faculty members who have inspired their former students to create an organization that is a "benefit to the community at large." A former student started a state-wide parent advocacy organization for parents of children with disabilities. The award provides evidence of my ability to influence others to commit to issues of social justice. The experience of teaching abroad in Belgium for six consecutive summers has contributed to my ability to view special education theory and policies from a global perspective.

**Other than time, what would the biggest challenges be for serving on the board and how would you address this/these challenge(s)? (Limit 150 words.)**

Service on the CEC Board of Directors presents a unique opportunity to bring together differing perspectives about ways to positively shift the deficit narrative about learners with exceptionalities, influence curriculum expectations that shape teacher education, and presents the opportunity to attract more teachers to the profession. Therefore, the biggest challenges may be additional competing interest within the profession. However, my commitment to these possible outcomes has influenced by decision to apply to the CEC Board of Directors. Consequently, additional responsibilities (e.g., manuscript reviews) may be reduced if elected to the CEC Board of Directors.

#### **Professional Position(s) and Education:**

##### **Primary Professional Position:**

Department Chair and Associate Professor  
Howard University  
Washington, DC

**Highest Degree:**

Doctorate of Philosophy , University of Connecticut, Storrs, Special Education

**CEC Membership Information:**

**Years of CEC Membership:** 15 years

**Division Membership(s):**

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

Division on Career Development and Transition

Division for Learning Disabilities (DLD)

Division of International Special Education and Services (DISES)

Teacher Education Division (TED)

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